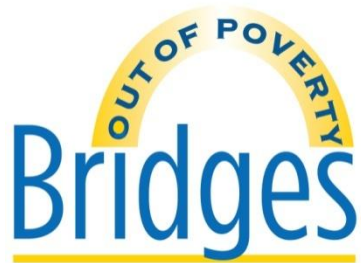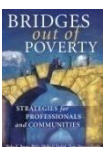# Bridges Out of Poverty

Ruby K. Payne, Ph.D.
Philip DeVol
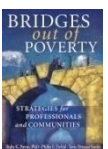## Terie Dreussi-Smith

Handouts
Version 3.0

aha! Process, Inc., Highlands, TX
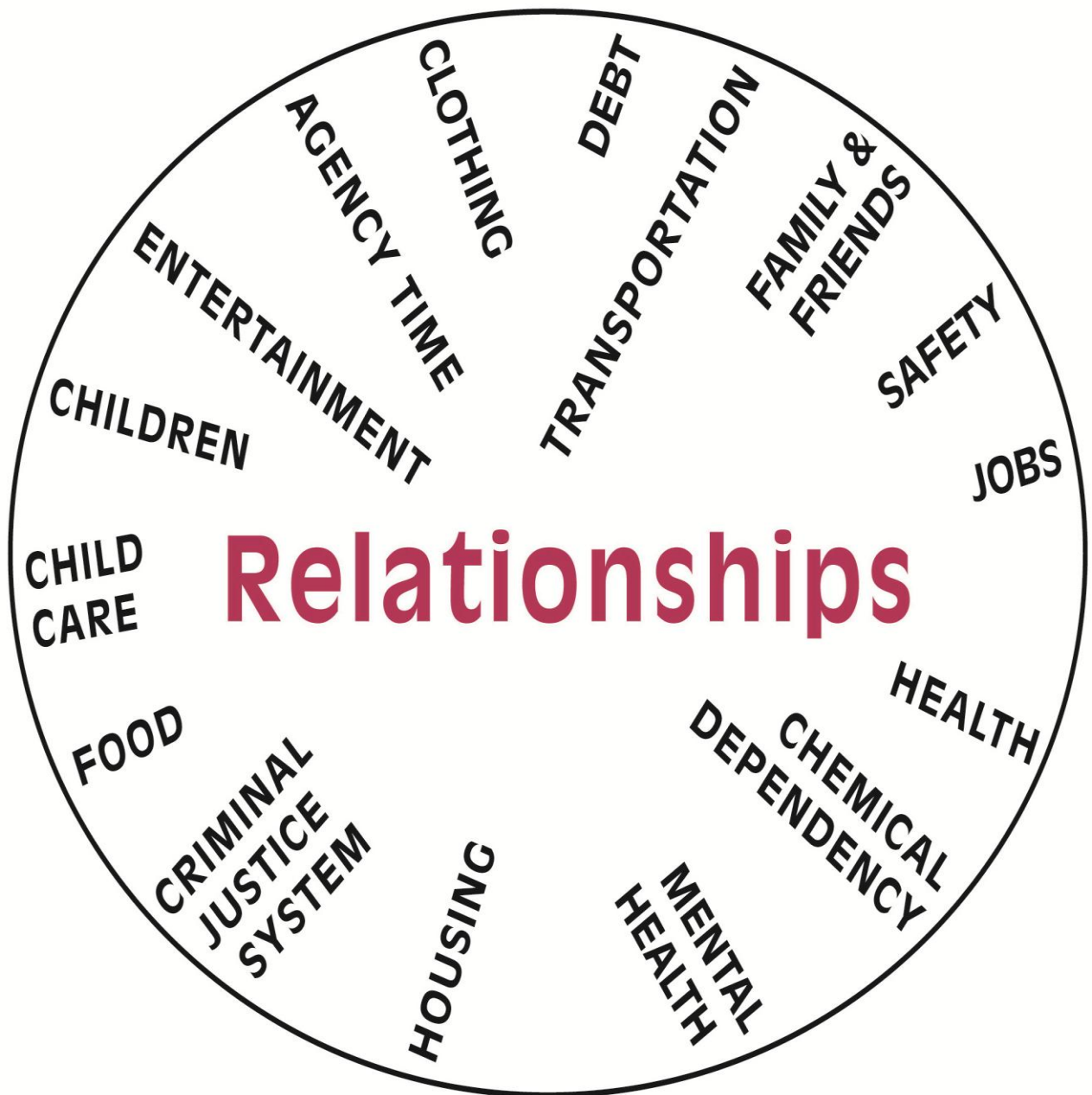www.ahaprocess.com

The mission of aha! Process, Inc. is to positively impact the education and lives of individuals in poverty around the world.

HO 2

Mental Model
for Poverty

CLOTHING
DEBT
AGENCY TIME
TRANSPORTATION
FAMILY & FRIENDS
ENTERTAINMENT
SAFETY
CHILDREN
JOBS
CHILD CARE
Relationships
HEALTH
FOOD
CHEMICAL DEPENDENCY
CRIMINAL JUSTICE SYSTEM
HOUSING
MENTAL HEALTH

HO 3

It's Due to Social Coherence

"Does a person have a sense of being linked to the mainstream of society, of being in the dominant subculture, of being in accord with society's values?"
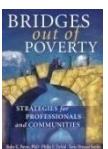
"Can a person perceive society's messages as information, rather than as noise? In this regard, the poor education that typically accompanies poverty biases toward the latter."

"... has a person been able to develop an ideal set of coping responses for dealing with society's challenges?"

"... does a person have the resources to carry out plans?"

"... does a person get meaningful feedback from society—do their messages make a difference?"

—Robert Sapolsky, Aaron Antonovsky

Mental Model for Middle Class

CHILDREN'S ACTIVITIES

VACATIONS

SHOPPING

HOBBIES/SPORTS

TRANSPORTATION

FAMILY & FRIENDS

CLUBS & CIVIC GROUPS/ VOLUNTEERING

CHILD CARE

DEBT

Achievement

HEALTH

CAREERS

CHEMICAL DEPENDENCY

RETIREMENT

MENTAL HEALTH

HOUSING

EDUCATION

PREVENTION

POLITICAL ACTION

BRIDGES out of POVERTY

STRATEGIES for PROFESSIONALS and COMMUNITIES

Mental Model
for Wealth

Connections

- GROWING DIVIDE BETWEEN RICH AND SUPER RICH
- OVERSIGHT OF CORPORATE PROPERTY, PERSONNEL CONCERNS
- CHARITABLE ACTIVITIES
- MEDIA & POLITICAL LINKAGES
- PRIVATE CLUBS & ASSOCIATIONS
- BOARDS OF DIRECTORS
- TRAVEL
- NATIONAL & INTERNATIONAL ADVISERS
- LAWYERS & ACCOUNTANTS
- KEEPING UP
- VACATION
- AVAILABLE CASH FOR MEMBERSHIP
- EVENT SPONSORSHIP, ATTENDANCE

BRIDGES out of POVERTY
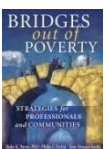STRATEGIES for PROFESSIONALS and COMMUNITIES

Tyranny of the Moment

"The need to act
overwhelms
any willingness
people have to learn."

*Source:* The Art of the Long View *by Peter Schwartz*

"The healthier you are
psychologically,
or the less you may seem
to need to change, the
more you can change."

Source: Management of the Absurd *(1996) by Richard Farson*
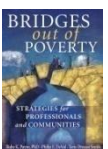
HO 7

Mental Model of Generational Poverty

- **It is a description of the concrete experience.**

- **It is an abstract representation of poverty.**

- **It depicts vulnerability.**

- **It depicts the relative importance and interlocking nature of the elements.**

- **It is a depiction of the trap: no future story, no choice, no power.**

HO 8
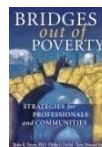
Community Sustainability Grid

|	Individual Behavior	Human and Social Capital	Exploitation	Political/ Economic Structures
Individual Action				
Agency Action				
Community Action				
Policy				

Key Points

1. This workshop focuses on economic environments.

2. Economic class is relative.

3. Economic class is a continuous line, not a clear-cut distinction.

4. Generational poverty and situational poverty are different.

5. This work is based on patterns within the environments of economic class. All patterns have exceptions.

6. An individual brings with him/her the hidden rules of the class in which he/she was raised.

7. Schools and businesses operate from middle class norms and use the hidden rules of middle class.

8. In order to build relationships of mutual respect between economic classes, we need to be aware of more than one set of hidden rules.

9. The more we understand how class affects us and are open to hear how it affects others, the more effective we can be.

10. In order to achieve, one may have to give up relationships (at least for a time).

HO 10
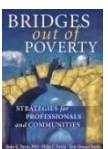
Bridges Constructs

1. Use the lens of economic class to understand and take responsibility for your own societal experience while being open to the experiences of others.

2. At the intersections of poverty with other social disparities (racial, gender, physical ability, age, etc.), address inequalities in access to resources.

3. Define poverty as the extent to which a person, institution, or community does without resources.

4. Build relationships of mutual respect.

5. Base plans on the premise that people in all classes, sectors, and political persuasions are problem solvers and need to be at the decision making table.

6. Base plans on accurate mental models of poverty, middle class, and wealth.

7. At the individual, institutional, and community/policy levels: Stabilize the environment, remove barriers to transition, and build resources.

8. Address all causes of poverty (four areas of research).

9. Build long-term support for individual, institutional, and community/policy transition.

10. Build economically sustainable communities in which everyone can live well.
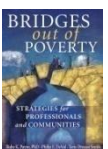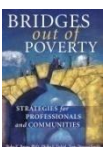
POWER

POVERTY

Power linked to personal respect
Ability to fight
Can't stop bad things from happening

MIDDLE CLASS

Power/respect separated
Responds to position
Power in information and institutions

WEALTH

Power in expertise, connections
Power in stability
Influences policy and direction
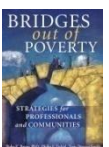
DRIVING FORCES

POVERTY

Survival, relationships, entertainment

MIDDLE CLASS

Work, achievement, material security

WEALTH

Financial, political, social connections

HO 13

Registers of Language

REGISTER	EXPLANATION
FROZEN	Language that is always the same. For example: Lord's Prayer, wedding vows, etc.
FORMAL	The standard sentence syntax and word choice of work and school. Has complete sentences and specific word choices.
CONSULTATIVE	Formal register when used in conversation. Discourse pattern not quite as direct as formal register.
CASUAL	Language between friends and is characterized by a 400- to 800-word vocabulary. Word choice general and not specific. Conversation dependent upon non-verbal assists. Sentence syntax often incomplete.
INTIMATE	Language between lovers or twins. Language of sexual harassment.

Adapted from the work of Martin Joos

BRIDGES
out of
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STRATEGIES for
PROFESSIONALS
and COMMUNITIES
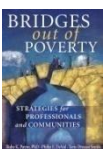
Research About Language in Children, Ages 1 to 4, in Stable Households by Economic Group

Number of words exposed to	Economic group	Affirmations (strokes)	Prohibitions (discounts)
13 million words	Welfare	1 for every	2
26 million words	Working class	2 for every	1
45 million words	Professional	6 for every	1

Source: *Meaningful Differences in the Everyday Experience of Young American Children.* (1995). Betty Hart and Todd R. Risley.

BRIDGES
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and COMMUNITIES
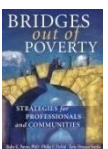
believes that one is fated or destined

↓

the behavior
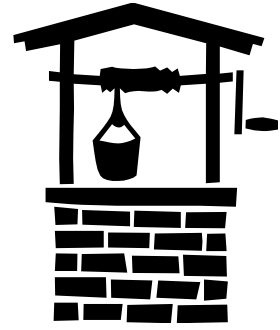
↓

not get caught

↓

deny

↓

punished forgiven

Resources

**Working definition of poverty:
"The extent to which an individual
does without resources."**

FINANCIAL
Being able to purchase the goods and services of that class and
sustain it.

EMOTIONAL
Being able to choose and control emotional responses, particularly to
negative situations, without engaging in self-destructive behavior.
Shows itself through choices.

MENTAL
Having the mental abilities and acquired skills (reading, writing,
computing) to deal with daily life.

SPIRITUAL
Believing in (divine) purpose and guidance.

PHYSICAL
Having physical health and mobility.

SUPPORT SYSTEMS
Having friends, family, and backup resources available to access in
times of need. These are external resources.

RELATIONSHIPS/ROLE MODELS
Having frequent access to adult(s) who are appropriate, **nurturing,**
and who do not engage in destructive behavior.

KNOWLEDGE OF HIDDEN RULES
Knowing the unspoken cues and habits of a group.

HO 17
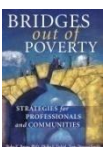
Questions to Ask About Resources

NOTE: These questions are not designed to be used in an ask/answer format with a customer. They are a powerful tool for your team to use to find the areas in which an individual is rich.

FINANCIAL

Is $574 per month per person available? *

Is there enough income to cover all expenses?

Is your credit/debt ratio above 37%?

Do you spend more than 30% of your income on rent/mortgage?

Do you have enough savings to cover six months of expenses?

* Based on 125% of 2010 Poverty Guidelines for Family of Four: $27,563 per year/$2,297 per month.

EMOTIONAL

Is there evidence that the individual has persistence?

Does the individual have the words to express feelings in a way others can receive?

Does the individual have coping strategies (for adverse situations) that are not destructive to self or others?

MENTAL

Can the individual read, write, and compute?

Can the individual plan?

Can the individual problem-solve?

Can the individual understand cause and effect, then identify consequence?

SPIRITUAL

Does the individual believe in divine guidance and assistance?

Does the individual have belief in something larger than self?

Does the individual perceive an abstract and larger perspective that provides depth and meaning to life (culture, science, higher power, etc.)?

PHYSICAL

Can the individual take care of him-/herself without help?

Does the physical body allow the person to work and to learn?

Does the individual have transportation resources to get from one place to another?

Does the individual have health and wellness?

SUPPORT SYSTEMS AND SOCIAL CAPITAL

Who is the individual's bonding social capital? Is it positive?

Who is the individual's bridging social capital? Is it positive?

KNOWLEDGE OF MIDDLE CLASS HIDDEN RULES

Does this individual know the hidden rules of work and school?

How important are achievement and work?

Will this individual give up relationships for achievement (at least for some period of time)?
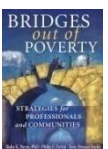
Definition of Resources

- **Connections, social networks, norms of reciprocity and trustworthiness**

- **Private and public aspects**
  - **Bonding**
  - **Bridging**
  - **Thick and thin**

Social Capital

Neighbors and Family

Clubs

Bonding Capital

Religious Organization

Work

Bridging Capital

Formal Organization
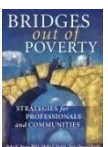
School
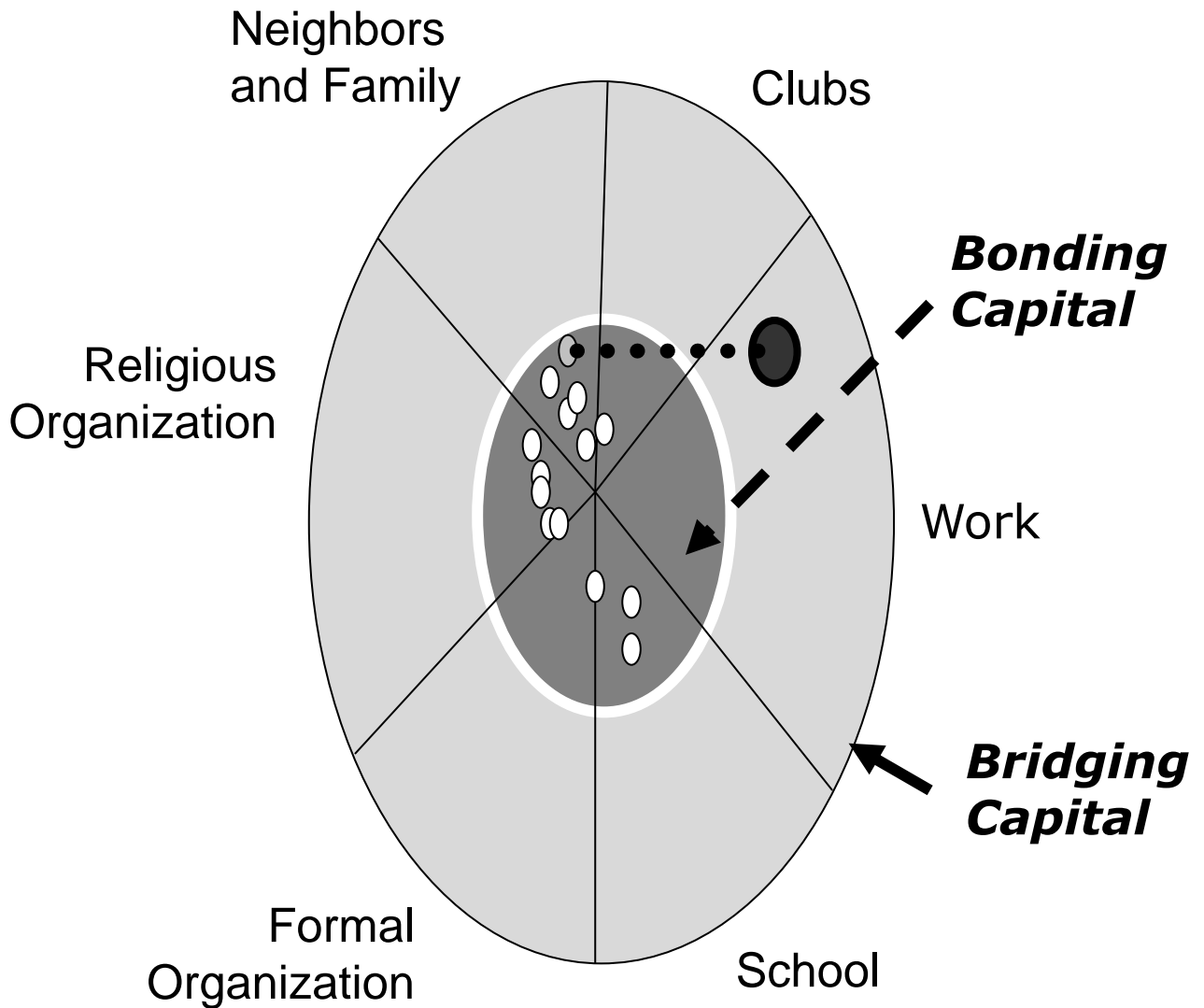
Mental Model for Resources

Emotional

Mental

Spiritual

Financial

Physical

Bridging

Bonding

Support
Systems,
Role
Models

HO 21

BRIDGES
out of
POVERTY

STRATEGIES for
PROFESSIONALS
and COMMUNITIES
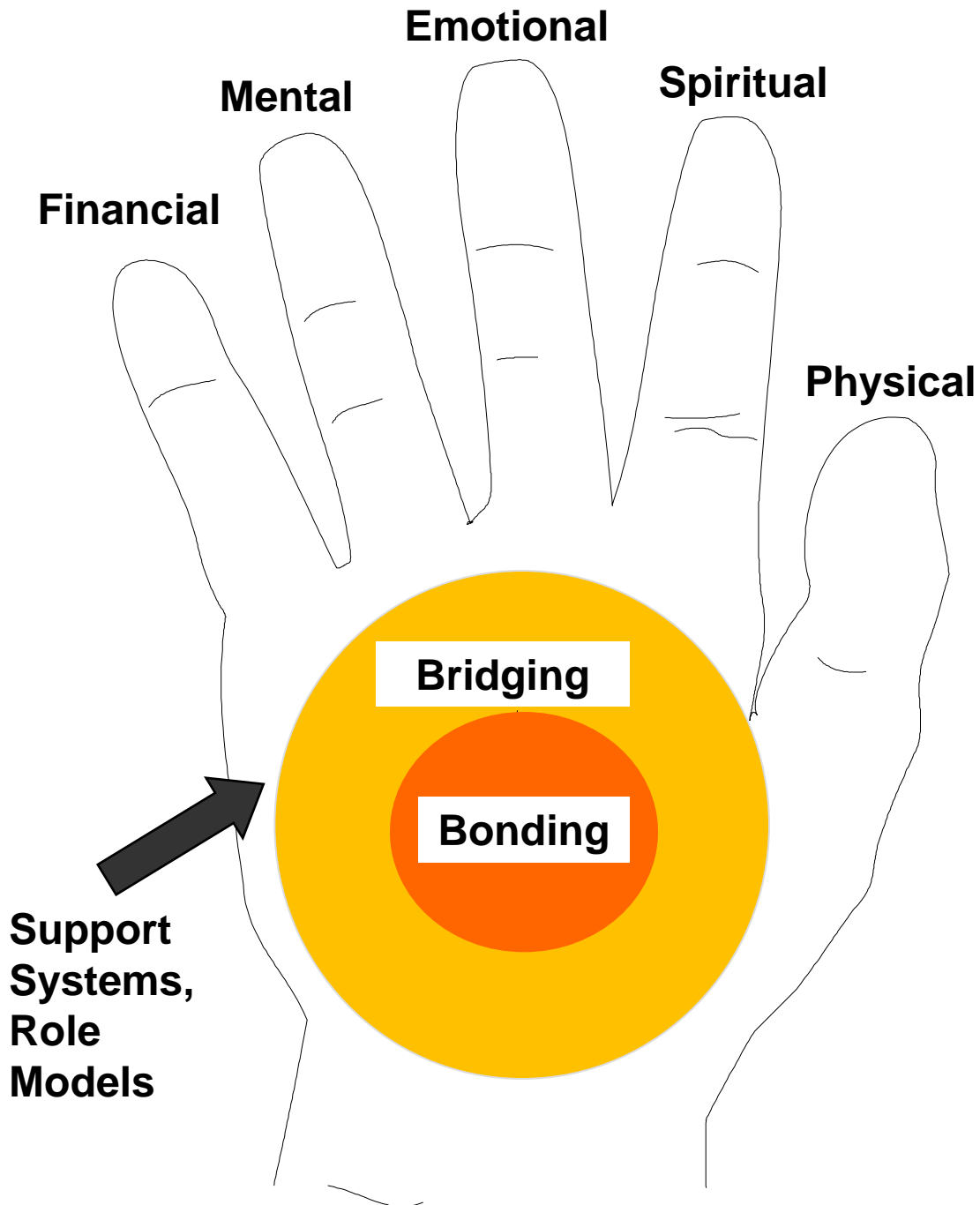
Principles of Change

- **People in poverty are problem solvers.**

- **Stabilize the environment.**

- **Provide support during transition.**

- **Build future stories, practice choice, and develop power and influence.**

- **Communities, families, and individuals build resources.**

- **Bring members of all 3 economic classes to the table.**

- **Develop strategies across all 4 areas of research.**

- **Plan, monitor, and evaluate using the Social Health Index.**
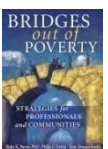
A QUICK, ALPHABETIZED GUIDE OF SOLUTIONS TO MEET YOUR NEEDS

We have workshops, seminars, books, DVDs, and other products in these areas.

Needs	aha! Process Solutions
Achievement Gap (AYP)	A Framework for Understanding Poverty* Research-Based Strategies* Meeting AYP with 5 Simple Processes Consulting/Technical Assistance Under-Resourced Learners: 8 Strategies to Boost Student Achievement Response to Intervention (RtI) Getting Ahead in a Just-Gettin'-By World (parent training component) Meeting Standards and Raising Test Scores DVD Various workshops dependent on specific gap/demographics
Alternative School Students	The R Rules: A Guide for Teens to Identify and Build Resources Under-Resourced Learners: 8 Strategies to Boost Student Achievement Consulting/Technical Assistance
Attendance/Truancy	Under-Resourced Learners: 8 Strategies to Boost Student Achievement Collaboration for Kids: Early Intervention Tools The R Rules: A Guide for Teens to Identify and Build Resources
Boys – Achievement/ Discipline	Hear Our Cry: Boys in Crisis Creating Well-Adjusted Boys at Home and in School (parent training component) Boys in Crisis DVD (parent training component) Meeting the Educational Needs of African American Boys
Community Collaboration	Collaboration for Kids: Early Intervention Tools for Schools and Communities Until It's Gone: Ending Poverty in Our Nation, in Our Lifetime Consulting/Technical Assistance Tactical Communication Bridges Out of Poverty: Strategies for Professionals and Communities* Getting Ahead in a Just-Gettin'-By World: Building Your Resources for a Better Life Circles Campaign (Move the Mountain)

Needs	aha! Process Solutions
Decoding	Reading by Age Five manual/DVD Tucker Signing Strategies for Reading manual/DVD
Discipline	Working with Students: Discipline Strategies for the Classroom The R Rules: A Guide for Teens to Identify and Build Resources Behavior and Classroom Management
Dropouts/Graduation Engagement	Under-Resourced Learners: 8 Strategies to Boost Student Achievement Engage and Graduate Your Secondary Students: Preventing Dropouts
Early Childhood	A Picture Is Worth a Thousand Words Reading by Age Five
English Language Learners	Under-Resourced Learners: 8 Strategies to Boost Student Achievement Welcome to U.S. Schools: A Guide for Spanish-Speaking Immigrant Parents book/DVD Understanding Students of Hispanic/Latino Descent and Their Parents Tucker Signing Strategies for Reading
Gifted	Removing the Mask: Identifying Gifted Students from Poverty Consulting/Technical Assistance
Higher Education	Understanding and Engaging Under-Resourced College Students Strategies for Today's Teacher Candidates: DVD Getting Ahead, College Edition (2009 release)
Hispanic/Latino Population	Understanding Students of Hispanic/Latino Descent and Their Parents Welcome to U.S. Schools: A Guide for Spanish-Speaking Immigrant Parents book/DVD
Interventions	Consulting/Technical Assistance Response to Intervention (RtI) Engage and Graduate Your Secondary Students: Preventing Dropouts
Leadership	Living on a Tightrope: A Survival Handbook for Principals Consulting/Technical Assistance

Needs	aha! Process Solutions
Math Achievement: Elementary	Improving the Math Achievement of Under-Resourced Elementary Students Putting the Pieces Together Mr. Base Ten Invents Mathematics Consulting/Technical Assistance
Math Achievement: Secondary	Improving the Math Scores of Under-Resourced Secondary Students Application of Research-Based Strategies/Math* The Journey of Al and Gebra to the Land of Algebra Mental Models for Math, Grades 6-12 Consulting/Technical Assistance
Parents	Creating Well-Adjusted Boys at Home and in School Parents, School, and Young Adolescents Framework Overview Getting Ahead in a Just-Gettin'-By World Working with Parents
Poverty/Title I	A Framework for Understanding Poverty* Bridges Out of Poverty* Research-Based Strategies* Under-Resourced Learners: 8 Strategies to Boost Student Achievement Consulting/Technical Assistance
Reading/Writing Achievement	Improving the Reading and Writing Scores of Under-Resourced Students Mental Models for English Language Arts, Grades 1-6 and 6-12 Application of Research-Based Strategies/Reading and Writing* Consulting/Technical Assistance
Science Achievement	Application of Research-Based Strategies/Science* Consulting/Technical Assistance
Social Studies Achievement	Application of Research-Based Strategies/Social Studies* Mental Models for Social Studies/History, Grades 6-12 Consulting/Technical Assistance
Special Education	Response to Intervention (RtI) Under-Resourced Learners: 8 Strategies to Boost Student Achievement Consulting/Technical Assistance

We offer trainer certification for these workshops.

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aha! Process, Inc.
A Ruby Payne Company

Welcome to Our Community

We welcome hearing from you. If you are interested in receiving our monthly e-mail newsletter, information about our workshops, along with periodic updates, please provide the following information and return to the presenter. *Information must be completed to opt-in for e-mail newsletter list.*

PLEASE PRINT CLEARLY IN BLOCK LETTERS

Participant Name * _____

_____   _____
Personal E-mail Address (preferred)   **Business E-Mail Address**
(Please add ahaprocess.com into your safe domain list to ensure receipt)

* Would you like to receive our e-mail newsletter?   ☐ Yes ☐ No, not at this time, thank you.

Profession (please check all that apply)

☐ Teacher   ☐ Post-secondary Education   ☐ Judicial
☐ Administrator   ☐ Social Service Provider   ☐ Healthcare / Medical /
☐ Elementary   ☐ Management   Nutritional / Public health
☐ Secondary   ☐ Non-profit   ☐ Faith-based
☐ Principal   ☐ Business / Private sector   ☐ Other (please specify)
☐ Superintendent   ☐ Government/Civil Servant   _____

Company/Organization Name _____

Type of Organization (business, funding organization, social service provider, college, church, non-profit, government, school, etc.).

_____

Address

_____

City, State, and Zip Code

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Telephone Number

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Fax Number

We thank you for your interest!
www.ahaprocess.com
800-424-9484 phone
281-426-5600 fax

WORKSHOP: Bridges
LOCATION: St. Paul, MN
DATE: June 22, 2011
PRESENTER: Jodi Pfarr

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WORKSHOP: Bridges
LOCATION: St. Paul, MN
DATE: June 22, 2011
PRESENTER: Jodi Pfarr

POST-WORKSHOP EVALUATION FORM
(Bridges Out of Poverty: Strategies for Professionals and Communities)

Material

1. This session helped me build my knowledge and skills.
    Strongly disagree…. 1 …. 2 …. 3 …. 4 …. 5 …. 6 …. 7 ….Strongly agree

2. The ideas, activities, and/or materials are practical and useful for me.
    Strongly disagree…. 1 …. 2 …. 3 …. 4 …. 5 …. 6 …. 7 ….Strongly agree

3. I have analyzed the eight resources of a client or employee.
    Strongly disagree…. 1 …. 2 …. 3 …. 4 …. 5 …. 6 …. 7 ….Strongly agree

4. I understand language registers, discourse patterns, and story structure.
    Strongly disagree…. 1 …. 2 …. 3 …. 4 …. 5 …. 6 …. 7 ….Strongly agree

5. I understand the hidden rules among classes.
    Strongly disagree…. 1 …. 2 …. 3 …. 4 …. 5 …. 6 …. 7 ….Strongly agree

6. I understand how economic realities affect patterns of living.
    Strongly disagree…. 1 …. 2 …. 3 …. 4 …. 5 …. 6 …. 7 ….Strongly agree

7. I understand how mental models are effective interventions for language and cognitive barriers.
    Strongly disagree…. 1 …. 2 …. 3 …. 4 …. 5 …. 6 …. 7 ….Strongly agree

8. I can identify practices for improving outcomes with individuals from generational poverty.
    Strongly disagree…. 1 …. 2 …. 3 …. 4 …. 5 …. 6 …. 7 ….Strongly agree

Use of information

9. I will use at least one strategy or idea presented in this workshop.
    Strongly disagree…. 1 …. 2 …. 3 …. 4 …. 5 …. 6 …. 7 ….Strongly agree

10. I will use this information in my decision making with clients and co-workers.
    Strongly disagree…. 1 …. 2 …. 3 …. 4 …. 5 …. 6 …. 7 ….Strongly agree

Over →

aha!
Process, Inc.

11. I will share this information with someone else.
    Strongly disagree…. 1 …. 2 …. 3 …. 4 …. 5 …. 6 …. 7 ….Strongly agree

Attitude toward the presenter

12. The presenter had a professional approach and style and was respectful of the audience.
    Strongly disagree…. 1 …. 2 …. 3 …. 4 …. 5 …. 6 …. 7 ….Strongly agree

13. The presenter demonstrated a high level of knowledge and expertise.
    Strongly disagree…. 1 …. 2 …. 3 …. 4 …. 5 …. 6 …. 7 ….Strongly agree

Physical Facilities

14. The facilities and physical arrangements were adequate for this training.
    Strongly disagree…. 1 …. 2 …. 3 …. 4 …. 5 …. 6 …. 7 ….Strongly agree

What information or ideas presented in this workshop do you think you will readily implement or use in your current assignment?

How will you use this information or implement the ideas presented in this workshop?

Comments: